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for English education we Americans do not readily understand — the fact is, we do not understand English education any too well. No one else, perhaps, has shown so clearly the unmaterial, the spiritual nature of Arnold's service as Sir Joshua in these pages. No mere time-serving, place-holding, salary-drawing, so-called teacher need ever trouble to read about Thomas Arnold, as no real teacher is ever likely to read too much about him. He was an informing spirit. "What is imitable in his system—if system it may be called—is not a new educational creed or practice, but the infusion into the system of a new spirit, one of enthusiasm, of clear insight into the inner intellectual and moral needs of scholars, and of careful introspection in reference to those studies which had enriched his own character and intellect most" (Fitch, p. 37). . . . "In teaching, that system which is best administered is best, and Arnold had the power of putting a soul into a method which, in other hands, might prove sterile and mechanical" (p. 43).

O strong soul, by what shore
 Tarriest thou now? For that force
 Surely has not been left vain.¹

Not vain, indeed, for as the difficulties of our task grow heavier we schoolmasters are looking more and more for guidance and inspiration to the strong and beautiful life of Thomas Arnold, nowhere more finely portrayed than in these vivid pages.

C. H. THURBER

Botany. Plant Life, Considered with Reference to Form and Function. By CHARLES REID BARNES, PH.D., Professor of Plant Physiology in the University of Chicago. 428 pp. Henry Holt & Company.

THIS book represents a striking departure from the ordinary botanical text-book for secondary schools. The conventional types are two in number: the gross structure of flowering plants, accompanied by "analysis;" and purely morphological work, demanding constant use of the compound microscope. Teachers have long been dissatisfied with both types, feeling that the results were far from satisfactory. Professor Barnes has taken an entirely different standpoint, and one that commends itself to every true teacher of nature. Instead of struc-

¹ "Rugby Chapel," by Matthew Arnold.

ture, function is put foremost, and plants are studied as living things at work, a fact aptly suggested by the title. The style is clear and simple, the presentation is very logical, and the whole book is full of the flavor of a thorough, well-posted teacher.

The book is not intended to be recited *seriatim*, but is a book to be read in connection with laboratory work, a book in which the main facts of the science are clearly stated. Teachers apart from the universities are in constant danger of holding to abandoned views, and a book is needed now and then to bring a rapidly developing subject up to date. Professor Barnes has done this service admirably. The four parts of the book present a clear elementary statement of present views of the vegetative body, physiology, reproduction, and ecology. This division enables the author to present these great subjects continuously, without breaking them up into fragments.

While all the parts are fresh, those dealing with physiology and ecology are especially noteworthy. More stale physiology is taught in connection with plants than one would imagine, until he reads the admirably clear and simple outline given in the book before us. Ecology is new in elementary instruction, to which it is especially adapted, and it is to be hoped that this modest beginning is but the promise of its domination in future texts for elementary instruction.

It is safe to say that this is the best elementary book on botany that is now accessible to American secondary schools.

JOHN M. COULTER